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THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND is a professional magazine of methods, techniques and research for teachers and parents of visually handicapped children and other workers in the field of the blind. This publication is incorporated under the laws of the State of New York and is copyrighted in the Copyright Office of The Library of Congress, Washington, D. C. The Journal is a medium for the free expression of the progress or the need for progress in the field of the blind. It is the intention of the editors to provide opportunity for the free exchange of ideas, suggestions, and achievements in the area of the education of visually handicapped children; to disseminate information and findings of research and experiment relative to the methods and techniques of teaching and training of blind children; to give recognition (through awards or otherwise) for outstanding contribution and service to the blind; and to report current activities in schools where children who are blind are educated. The editors hope that a greater national and international consciousness and understanding of the problems of the blind can be brought to the attention of the public through such a professional periodical, and in general stimulate interest and creative effort and encourage thoughtful and enlightened endeavor to achieve this end.

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THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND, INC.

A Curriculum For A Class Of Mentally Retarded Blind Children

By Mrs. Marcella Albrecht, Teacher

Wisconsin School for the Visually Handicapped

In the fall of 1954 an experimental class for mentally retarded blind children was set up at the Wisconsin School for the Visually Handicapped. The first class consisted of nine children with a chronological age range of six to thirteen. Two of the children were so unresponsive to testing techniques that it was impossible to obtain measurable responses; two others tested in the thirties; two in the fifties; one, sixty; and the two highest, eighty. Last fall a second class was added for an intermediate group. Four members of our original class were placed in this group, two of them doing reading, writing, and arithmetic in the regular third grade.

A fundamental feature of our curriculum is its flexibility: it is always dependent upon the changing needs and abilities of the individual pupils. Since these children are more comfortable and react most effectively in a routinized situation where they know what to expect, and what is expected of them, however, we have established a definite and regular daily program. We find it wise to vary this program occasionally to minimize the tendency of the children to resist change. By announcing the change ahead of time, talking about what we will do, discussing any new person who will be a part of the change, and referring to what is going to happen several times, we find that these children are less disturbed and gradually come to accept even unexpected variations more easily.

The program is planned to help each child to develop at his own rate and to his present limits in personal care, health and safety habits and skills, physical fitness, social habits and skills, communication abilities, knowledge and understanding of his world, motor and sensory training, and number understandings. These goals are pursued throughout the school day in the subject matter areas of Social Studies and Science, Physical Education, Reading, Writing, Arithmetic, Music Handwork, Speech, and Literature. Our curriculum is based on a series of sequences rather than on a set course of study. The maximum amount of direct, concrete experiences and personal participation is necessary for these children to grow. We have found children who, because of inadequate stimulation, have developed habits of mental and physical inertia, so that it often takes a year or more to judge how much of the retardation is due to this cause and what the actual potential may be.

We begin the school day at nine o'clock with an assembly period in our "circle" by the piano. To orient the children and to provide an incentive to find their assigned chairs promptly, the teacher sings a short "good morning" song and all the children then in their chairs sing it back to her. The teacher then helps those who are not seated and we establish by questions the day of the week for today, yesterday, and tomorrow. When the more advanced children in the group can do this readily, we add the month, and later in the term, the year. Occasionally, we review the names of all the days and learn the names of the months, associating them with daily life. During this time, we introduce the reading of our "news story" to teach the

pre-academic children the idea that written words say something and that we read them to find out what they say. At first this "story" is only one line. Each child is given a copy of the story tacked to an oblong beaver board. The teacher, or a child whose ability permits, reads the story first and then each child in turn, with the teacher guiding the reading fingers across the line. In the beginning, the story is simply, "Today is Monday," and later a second line is added, such as, "Tommy is sick today." Later the first line is expanded to, "Today is Tuesday, January 15, 1957," and the story is thus gradually lengthened. During this assembly period, plans for the day are discussed, and the social studies or science interest for the day is introduced, usually through the presentation of some object.

The remainder of this discussion elaborates in outline and paragraphic form some of the most important parts of our curriculum.

I. THE SOCIAL STUDIES SEQUENCE

A. *The Family.* Concepts to be developed:

1. We all are part of a family.
2. All the members of the immediate family usually have the same last name.
3. All members usually live in the same house.
4. Families usually have a father, a mother, and children.
5. The father is Mr. _____; the mother is Mrs. _____; and they are husband and wife.
6. A boy can be a brother, and is a son; a girl can be a sister, and is a daughter.
7. We refer to boys and men as "he" or "him"; to girls and women as "she" or "her."
8. Fathers and mothers work for the family; children can help.
9. Fathers and mothers keep the family safe and well.
10. There are differences in size and age in members of a family.
11. Grandparents, aunts, uncles, and cousins are relatives.
12. Tools and machines help do work and give enjoyment in the home.

Activities:

We work first at having each child give his first and last name when he is asked, then learning his address, how old he is, and when his birthday is. Then we introduce our Flagg flexible dolls as a family and talk about the members of each child's family, their names and relationships, sizes, and ages. We have the children stand back to back to compare heights, try to lift each other to compare weights, and discuss ages. When we discuss mother's work, we are ready to begin our dramatic play. Each morning we decide what part each child will play and what we will need. We see and use real equipment when possible (such as the vacuum cleaner, tools, etc.). We wash and iron our doll clothes with play equipment, dress and undress our large doll, and sometimes have a party with a treat which the children help make, such as Jello with whipped cream.

B. *Houses.* Concepts to be developed:

1. People live in different kinds of houses: one-family, apartment, one-story, and two-story.
2. Houses have different materials on the outside: wood, brick, stone, and stucco.
3. Some houses are on farms, some in small towns, and some in big cities.
4. Each room in a house has a special purpose.
5. Many different kinds of work and workers are needed to build a house.

Activities:

Making a house of brick blocks, using hammer and nails to fashion a two-story house of orange crates, making apartment houses of cardboard boxes, using a model Michigan shovel to excavate a basement in a sand box, examining outside of buildings, examining real brick and other building materials are activities we develop. We have a scale model house which enables us to learn the meaning of terms such as roof, ceiling, etc. We also fold, cut, and paste construction paper houses.

C. *Furniture.* Concepts to be developed:

1. Furniture consists of the big articles in a room which can be moved.
2. Special pieces of furniture belong in each room.

Activities:

Examining, identifying, standing doll furniture upright and placing it in a doll house, playing with family and furniture in doll house, making child-size furniture of Easy Grip blocks, and making playhouse furniture of orange crates.

D. *Food.* Concepts to be developed:

1. We need to eat many kinds of food to be well and strong.
2. Some food comes from animals: meat, fish, and dairy products.
3. Some food comes from plants: fruit, vegetables, and cereals.

Activities:

When it is practicable, we see a live sheep, cow, or pig. We follow this by examining and discussing our rubber models. Incidentally, as an example of misconceptions against which a teacher must constantly be on guard, one of the boys examining and identifying the parts of the model cow, said, "Horn—beep, beep—cow blow horn."

Each day during the week we are studying meat, the children report the meat they have had for meals and we decide which animals it came from. We learn that meat is never eaten raw and that there are different ways to cook it. When we are ready for fish, we get a fresh, unscaled fish and examine it. We recommend that a classroom have a pair each of chickens, ducks, and turkeys stuffed for study.

We take a week for the study of fruit. We get enough of one kind each day for each child to examine for smoothness, weight, smell, and shape. Then at milk time the children peel and eat their fruit. We plant the seeds, and although we have no hope of producing fruit, we do develop the idea that fruit grows on trees, bushes, or vines which came from a certain type of seed. One year we made applesauce. We have wax fruits which serve as a review, and as a further development of our model idea.

We use much the same methods in studying vegetables, and are much more successful with our planting of vegetable seeds. In one experiment, we placed lima beans between sheets of wet blotting paper to see the seed develop. When we finish our vegetable study, we go to a grocery store to purchase vegetables with which we make soup.

E. *Transportation.* Concepts to be developed:

1. There are many ways of travel.
2. Some things in which we travel move on the ground, some in the air, and some on water.

Note: We are making this area a part of our curriculum this year because of the real interest of some of the class in the airplanes which fly over the school, the trains they hear, and the traffic on the highway. We will make no attempt to make a thorough study but it will be a part of our plan to increase knowledge of what things are and what they do.

Activities:

Walking around and feeling a car, a

truck, and a school bus to get an idea of size and features; riding in a city bus to purchase groceries—and paying our own fares; visiting the city airport to see and hear real airplanes; visiting a roundhouse to see a real locomotive and cars. Later we will study these same things in the classroom using our models.

F. *Animals.* Concepts to be developed:

1. Animals vary in size, shape, and covering, and move in different ways.
2. Some animals make good pets, some are good to eat, some help us, and some are wild.
3. Certain health and safety practices must be used with animals.

Activities:

One year our animal study was concentrated on pets, another year on farm animals, and a third year on zoo animals; but when an opportunity arises for an experience with any type of animal, we use it. We do not visit farms or zoos in the usual primary class way, but try to see one animal at a time. In studying pets, we have a friendly old dog in our class for a day, a good-natured cat another day, and a rabbit on another. A caged bird (parakeet) makes an interesting study. Goldfish and a little turtle can be kept in a classroom aquarium. It should be noted that the children get a better idea of the swimming motion of fish if the goldfish are placed temporarily in a shallow panful of water.

To see farm animals, we walk to a nearby farm. Later, we will compare these with our classroom models and discuss the various farm products gotten from these animals: wool, leather, meat, milk, etc. This year, after seeing a horse, we expect to have the opportunity of riding on a pony.

We have plans to see and ride a live camel, and will then use it as a basis for discussing other zoo animals which we will not be able to see. To help in our study of all types of animals, we use such records as "On the Farm" and "Animal Sounds." Some animals we model in clay or cut out of Braille paper to develop the idea that real objects can be represented in many ways.

II. THE HANDWORK SEQUENCE (manipulation, coordination, and discrimination)

A. *Beadwork* (Suggestion: Use long pipe cleaners for the badly coordinated.)

1. Stringing jumbo-size flat disks, jumbo beans, etc.
2. Stringing a particular shape for discrimination.
3. Stringing beads in a pattern, copying a pattern, or taking directions).

B. *Peg boards* (Suggestion: Rubber peg boards hold pegs better and are quieter.)

1. Putting in pegs at random.
2. Putting in top row, bottom row, left or right side, or diagonal.
3. Putting in a "fence" around edge.
4. Using landscape pegs to make a street.

C. *Pop* (or snap) *beads*

D. *Wooden puzzles*

E. *Frames* (Montessori type) and a lacing shoe

1. Buttoning, snapping, lacing, or tying.
2. Lacing and tying a wooden shoe. (Observation: Working on a child's own clothing is more direct, but is too hard on the clothing and often too difficult for initial attempts. After skills are learned, durable doll clothing provide additional practice.)

F. *Discrimination of shapes* (First, demonstrate gross differences; later, the more difficult to discern.)

1. Stringing particular shaped beads.
2. Putting all figures of the same shape in a box (examples: ice cream bar sticks, disks, plastic dime-store figures, coins, cork geometric shapes, rubber cut-outs.)
3. Placing Match-a-Tach figures on lines. (Note: We redesigned the board, placing it on an easel with wide trays on each side and two horizontal wooden strips fastened across one side to form "lines." Directions can be, for example: put all stars on top line, all circles on bottom, etc.)
4. Taking figure that is different off Match-a-Tach board.
5. Using different shaped map tacks in row in beaver board, and then taking out the one which is different.
6. Putting a button on the different card (The four cards have small felt or cork geometric figures glued on, three alike and one different.)

G. *Discrimination of size*

1. Sorting ice cream bar sticks from tongue depressors.
2. Stringing all little beads from a box of assorted sizes.
3. Putting the correct lids on assorted bottles embedded in a pan of plaster of paris.
4. Sorting big cork cut-outs from little (trees, animals, etc.)
5. Putting long pegs in a board (from a box of long and short pegs.)
6. Doing exercises involving sorting of objects of various thicknesses or widths.

(Observation: When a child shows that he understands the meaning of a term in this situation, it is necessary to extend the meaning at every opportunity by calling attention to examples, such as, "Tommy has on a wide belt today and Billy has a narrow one.")

H. *Discrimination of use or type*

1. From plastic dime-store models, sort out all the things which we ride in, all the animals, people, foods, etc.
2. With the Match-a-Tach, place all animals on the top line, etc.
3. Place the doll house furniture in correct room of the doll house.

I. *Discrimination of texture*

1. Sorting two-inch squares of various materials into a series of cigar boxes (sandpaper, rubber, terry cloth, plastic, tulle, etc.)
2. Sorting for smooth and rough, soft and hard.

J. *Discrimination of color* (for the partially sighted), *and smells*

1. Colored disks (poker chips)

(Observation: We have tried matching smell bottles but there seems to be a carry-over from one odor to another, so we depend on identifying smells in discussions of fruits, etc., and try to develop a habit of using smell as one means of identification and orientation when opportunity arises for pointing out characteristic odors.)

III. CRAFTS SEQUENCE (which is largely dependent upon interests in other areas)

A. *Clay modeling* (rolls, balls, flattened shapes, coils, figures))

B. *Paper folding and pasting*

C. *Cutting* (fringing rugs, valentines, May baskets; and strips of soldiers, posts, chains, mats.)

(Note: It seems easier for most of the children to start cutting strips with a paper one inch by six inches folded crosswise so that one closing of the scissors produces a satisfactory result. Then a two by six inch strip can serve to demonstrate the technique of not entirely closing the scissor blades so that scissors remain in place for next cut. Then a two by six inch strip folded lengthwise is the next step.)

1. Cutting around cardboard patterns: circles, squares, triangles, heart shapes.
2. Cutting a free-hand curve (wheels.)
3. Cutting free-hand figures (trees, valentines, leaves, etc.)

D. *Finger painting*

E. *Spatter painting*

F. *Block painting* (book covers, decorating cards, boxes)

G. *Paper mache modeling*

H. *Sewing*

1. Stringing cranberries, popcorn, macaroni (into tree decorations.)
2. Overcasting punched cardboard disks or triangles with cord and raffia needles (May basket).
3. Running stitch with cord in a punched card (calendar or picture frame).
4. Sewing a seam (overcasting) in a puppet dress.

I. *Weaving*

J. *Crayon coloring* (for partially sighted children who show interest)

IV. Arithmetic Sequence

(Note: Many activities listed below, under E, F, and G, have not been carried out in the primary class but have to be delayed to the intermediate group because of the amount of time that has been found necessary to devote to learning the meaning of numbers.)

A. *Vocabulary study with games*

1. "Where am I?" ("You are in front of me, behind me, on my left, etc.")
2. "Where is it?" (Using cupboard and a toy: "It is on the top shelf, middle shelf, etc.")
3. "Walk and turn—" (forward, backward, to the left, etc.)
4. "Put the bean bags—" (on, under, in front of the chair, etc.)
5. "Who is taller?" (two children standing back to back.)

B. *The meaning of numbers, and counting* (Note: We do no rote counting until the child can count concretely.)

1. First step: Using a spool board, give each child a spool, saying, "You may put one spool on a peg." Using a bead frame, help the child move one bead across the wire. Using Match-a-Tach, help the child put one circle on the line.
2. Second step: Give the child several sticks (or disks, etc.), saying: "Give me one stick," or, "Put one stick in your box."
3. Third step: Give the child objects asking him how many he has. Give him a card with a pattern of cork circles, asking him how many circles are on his card.
4. Fourth step: Matching numbers by asking how many chairs we have for one child, how many balls we have for our class, etc.
5. Fifth step: Counting, including beads on a frame, objects into a box, ball bounces, children by name, etc.; later, putting a given number of objects into the box; playing the game "What number comes after—" (or before, or between).

C. *Combinations*

(Note: We make no effort to teach combinations by rote until the child has had much experience in putting numbers together and taking them apart, and can find answers by working with concrete objects. When he can give answers to abstract questions, we are ready to drill on the combinations.)

1. We take one "story" at a time (the four associated addition and subtraction facts), and do not go on to another until all those who are capable at the time of understanding and performing the operation are ready. While we may use the same "story" for a week or more, each day we use different materials and situations. Materials include peg board, bead frame, hundred spool board, Match-a-Tach, etc.
2. Using five counters: "What would we have to put with 1 to make 5?" or, "How many ways can you make 5?"

D. *Reading and writing numbers*

1. Beginning with the first pre-primer, we call attention to page numbers, but we do not expect a child to find pages by number until the third, fourth, or fifth pre-primer.
2. Teach the first ten numbers at the same time the child is learning the alphabet.
3. Use the board game: We have a series of cards, flash card size, with cork circles at the left end, the proper number symbol in the center, and the corresponding number word at the right end. These are for study and reference. Then the child is given a piece of beaver board with three small cards thumb-tacked across the top. The first card has one cork circle, the second, two, and the third has three. He is given three cards with numbers which he is to tack under the proper circles. Then he does the same with the number word cards.

E. *Time*

We teach the divisions of time (day, night, seasons, years, months, and days) in the morning assembly and prepare for clock study by referring to time frequently. For clock study, we prefer an old alarm clock which the children can set without loosening the hands. We teach the hours first, reading pre-set hours, then setting the hands for given hours. Then we teach half-hours and that is as far as any of the children in this class has gone.

F. *Money*

1. Learning to recognize coins by feel by counting coins, and putting coins into a box (first pennies, then nickels, dimes, etc.)
2. Learning the uses of money by making actual purchases, receiving change, etc. (The child is not expected to figure cost or count change, but merely get the concept of payment); first he uses pennies, then nickels, dimes, etc.
3. Values of coins, learned by trading coins (five pennies for a nickel, etc.)

(Note: An idea we want to try when a class is ready for it is to mark all of our toys with price tags and let each child "earn" a "pay check" in pennies for which he can buy a toy to play with at play time.

G. *Amounts and measurements*

1. Dozen, half-dozen (use eggs at Easter time)
2. Foot (using a ruler to explain "a foot long," or "more than a foot.")
3. Inches (using Long Stairway

(Creative Playthings) to count inches and help to establish concepts of "longer" and "shorter.")

4. Pint, quart, and gallon (using milk bottles and water.)
5. Pound (weighing children, or bags of sand or sawdust on balance scale.)

V. READING

Reading is introduced through "news stories." The child is given little stories about himself, using pre-primer vocabulary and flash cards. He keeps his cards in a box in his desk and counts the words he knows after each lesson. When he can recognize all of the first pre-primer words and can read the stories, he is given his first book. We like the *Dick and Jane* pre-primers to begin with because of ease of vocabulary and dramatic possibilities. We act out each of the situations before reading them, using skates, umbrella, etc. We use the *Bob and Kay* books next, the Ginn series, and, for some children, the Row-Peterson pre-primers. Then we go back to Scott-Foresman. We teach phonics as an outgrowth of our speech work, and the children who can, use it in reading.

VI. PHYSICAL EDUCATION

A. *Our daily gym period* is based on the following fundamental rhythms:

1. Walking (forward, backward, to a chant, to music, slowly, fast, marching, on tiptoe, stamping, like father (or animals, etc.), shuffling feet, lifting knees high, like wooden soldiers, etc.
2. Running (forward, backward, etc.—same as walking)
3. Sliding (forward, backward, in a circle, etc.)
4. Galloping (same as running)
5. Jumping (standing jump in place, down from bench, running jump, over a loose rope.)
6. Hopping (right foot, left foot, alternately, to music.)
7. Skipping (alone, with partner, to music.)
8. Climbing (up steps, jungle gym, ladder.)
9. Throwing (bean bag to teacher, into basket, or to hit a bell) and throwing a ball in ball games.

B. The following *stationary fundamental rhythms* are usually introduced in the gym period and are used mainly to relieve tension in the classroom:

1. Twisting and turning (imitating a water sprinkler, trees in the wind, an oscillating fan.)
2. Bending and stretching (as in pumping water, picking flowers, picking apples off a tree, or playing "my head, my shoulders, my knees, my toes".)
3. Shaking (as mother shaking a rug, puppy shaking a slipper, tambourine, etc.)
4. Swinging and swaying (like a swing, trees in the wind.)
5. Stooping (Jack-in-the-box, see-saw, Big Man-Little Man game.)

C. *Ball skills* (using 8 inch Voit ball, one for each child)

1. Roll to the teacher and back in turn, or back and forth to partner.
2. Catch the ball bounced from teacher and back in turn.
3. Bounce and catch the ball alone.
4. Toss the ball to the teacher and catch it in turn.
5. Throw the ball at a target.

D. *Mat and floor stunts,* including: Forward roll, measuring worm, log roll, row boat, mule kick, elevator, ankle grasp, Eskimo roll, heel click, rocker, human ball, bicycling, walking straight line, tip up, windmill,

cart wheel, rabbit hop, leap frog.

(Note: We do not do all of these in a year but choose stunts suitable for the particular group at the time. We use mimetics and story plays occasionally in the classroom based upon some recent activity or interest. We sometimes use a record such as "Nothing to Do" or "Winter Fun" which contain excellent and varied activities. By the latter part of the year, most of the children can respond happily and with some originality to records suggesting free rhythms. The singing games and other games are not listed, but are correlated with the fundamental rhythms already practiced.

VII. Writing

We have no particular devices or methods for teaching Braille writing. We use the Brailler, making very sure that home position and key numbers are well learned before introducing letters, beginning with the left-hand letters, "a", "b", "k", and "l", and making sure that "e" is well learned before introducing "i"; "d" mastered before "f", etc. We teach the spelling of each word in connection with the writing, and use the Dolch list. We use capitals, periods, and question marks as soon as the child has learned enough letters to write a sentence. As soon as possible, we get the children to writing little stories and letters.

VIII. Music

Our twenty minute daily music period is devoted to learning and singing rote songs, exercises to help children who have not found their singing voices, or who sing in a monotone. Occasionally some rhythm band work and listening activity are used. While some of our children have unusually good ears for music, and have naturally sweet and true voices, many others need much help, and some few do not sing at all, or have difficulty learning words to songs.

IX. Speech and Phonics

Our speech work follows the tape recorded series, "Fun With Speech," and the suggestions given in the accompanying manual to this series. We supplement these with other ideas from various sources. We are trying out adaptations of the phonics program in the Hay and Wingo *Reading With Phonics* book, but we have not gone far with it at present.

X. Literature

Since these children generally memorize easily, they love to learn and say poems. We use some question and answer poems and action poems as well as others chosen to fit in with interests, or for their rhythm, beauty, or fun. Even a child with such defective speech that he is very difficult to understand loves to stand in front of the group and say a poem. We find that many of the children who listen apparently with intense interest to records or stories have a completely passive mind during the process. To direct them toward more active listening habits, we start in the fall telling little three or four sentence stories, at first asking questions after each sentence or having the child show what a character did. Later we have a child stand up and tell the story. Such devices as having a child perform some act, or series of acts, and then tell what he did also helps him to listen purposefully. We "act out" most of the stories we hear after these have been repeated two or three times. After dramatizing a story, we hear it again and usually all of the children have more interest and understanding. These dramatizations are never very spontaneous: the teacher usually has to direct most of the actions and speeches, but by the end of the year there are usually two or three children who can take a part with some

originality. They all enjoy these activities very much and frequently they ask to act out some favorite story from earlier in the year.

We have found no dearth of worthwhile activities for thees children. The difficulty lies in finding time for all of them. Naturally, we do not use all of the activities we have listed, either in any year or for any child. This curriculum is not static, and we expect it to be experimental as long as the class is conducted. There will always be better ideas to try, and a need to find other ways to produce a desired result with some child. Each child is a challenge, and that is why this work is so extremely interesting to those engaged in it.

The President's Corner

By Dr. Robert H. Thompson, President
American Association of Instructors of the Blind

Activity!!!

The American Association of Instructors of the Blind is at a new crossroad in its history. Evidences of a quickening tempo in its evolution have been apparent since the Louisville Convention. A new spirit of inquisitiveness and expectancy has been evidenced by the membership. This is an age when an organization of any kind must produce, or step aside. I have already indicated to you that IT COSTS MONEY TO PRODUCE and that our Board and membership must get accustomed to the habit of thinking annually in terms of three or four dollars for every one dollar heretofore visualized. You responded overwhelmingly by indicating that you did not mind paying your share of a bill for services improved in quantity and quality.

Your Long-Range Planning Committee has met twice in New York since last March. Your Board of Directors has met three times in Louisville. We have had the benefit of the services of some excellent consultants who have vision and know-how. Here are some of the results.

A long-range working agreement has been jointly proposed by the AAIB and the American Foundation for the Blind. This has been approved by your Board of Directors and is subject to action by the Board of Trustees of the AFB. The effect of these cooperative activities has been to MORE THAN DOUBLE the productiveness of the AAIB budget for 1957-1958.

One Institute for 44 Houseparents has been successfully concluded in Missouri. The Board of Directors has just approved plans for three more institutes, to be held in the summer of 1958. They are as follows:

Institute for Houseparents—Oregon.

Institute for Houseparents—North Carolina.

Arts and Crafts Course for College Credit—New York.

Plans continue to move forward on the AAIB Convention, to be held in Vancouver, Washington. Host Berhow reports housing for 400 and intriguing plans for a side trip to Mount Hood. Super-

intendents reported faculty projects to raise funds to help with costs of chartered buses and planes to take members from several schools clear across the continent, including the convention and educational side trips. Two schools are attending in one school's new bus. WHERE THERE IS A WILL, THERE IS A WAY. Lois Cox reports a program that is full of promise for teachers of day classes and personnel in boarding schools. If you miss this convention in our great Northwest—you'll be sorry!

The Board of Directors gave final approval to our incorporation document, and by the time you read this, the American Association of Instructors of the Blind will be a corporation of the Commonwealth of Kentucky, with a resident agent in Louisville.

The Board of Directors approved plans for a handsome brochure telling the story of the American Association of Instructors of the Blind, the establishment of a permanent office, the appointment of an executive secretary, and the obtaining of sufficient resources to tie these mechanics together into the kind of a service association consistent with our age. These plans include YOU. They will not make our work easier, but they will help it to be more rewarding in terms of the boys and girls to whose happy and useful futures our professional lives must be dedicated.

Your President feels like he has a tiger by the tail! Your Board of Directors needs your confidence, faith, and support as never before. Get those memberships in BUT QUICK, and SELL EVERYONE INTERESTED IN OUR WORK!

DATES TO REMEMBER

1958

February 7-8—North Central Association of Schools for the Blind Wrestling Tournament, Illinois Braille and Sight-Saving School, Jacksonville, Illinois.

February 15—Southwestern Association of Schools for the Blind Wrestling Tournament, New Mexico School for the Visually Handicapped, Alamogordo, New Mexico.

March 7—Eastern Athletic Association of Schools for the Blind Wrestling Tournament, Overbrook School for the Blind, Philadelphia, Pennsylvania.

June 22-26—AAIB 44th Biennial Convention, Washington State School for the Blind, Vancouver, Washington.

July 27-Aug. 1—AAWB 32nd Convention, Philadelphia, Pennsylvania.

(Please send dates of conferences, workshops, etc., to the Editor, V. R. Carter, RFD No. 5, Muskogee, Oklahoma, for publication.)

The Oslo Resolutions

by

Edward J. Waterhouse, Litt. D., Secretary

International Conference of Educators of Blind Youth

The second International Conference of Educators of Blind Youth was held in Oslo, Norway, from August 2 to August 9, 1957. The first took place at Bussum, The Netherlands, exactly five years earlier. A number of Resolutions resulted; those from the Bussum Conference were included in the published Proceedings.

The full Report of the Oslo Conference is still in preparation, but copies of the Resolutions have already been distributed and are reproduced here.

To appreciate fully the significance of the Oslo recommendations, it is important to understand just how they came into being and something about the men and women who drew them up and voted their approval.

The program at Oslo included ten discussion sessions, each with its own chairman and leader. The leader had prepared a paper and this had been distributed in advance in print and Braille. These sessions began in the Auditorium with all delegates and observers together. The chairman introduced the leader and the topic, and the leader was permitted a brief interval of time to emphasize the points he considered most important. There was then a chance to ask a few questions in the plenary session, but this opportunity was not always used.

The Conference then divided into smaller groups, numbering anywhere from ten to thirty persons. This made it easier for more people to participate in the discussions and made groupings possible using other tongues than English, which was the official language of the Conference and was the only language officially used at the plenary sessions.

Each group prepared resolutions which were coordinated under the direction of the topic chairman and eventually edited by the Conference Resolutions Committee and presented on the last day to the delegates for their approval. For example, the first such session dealt with Parent Education. A paper on this topic had been written by Mr. M. S. Colborne-Brown who is Educational Consultant at the Royal National Institute for the Blind in London, England. The Chairman of this session was Mr. H. Karterud, a teacher in the Trondheim School for the Blind in Norway, and a member of the Conference Planning Committee. After the plenary session, Mr. Colborne-Brown circulated among the groups which gave everyone an opportunity to raise questions about his paper. Various resolutions were coordinated by Mr. Karterud and these were then given a final looking-over by the Conference Resolutions Committee before submitting them for the approval of the delegates.

While there are obvious complexities in such a procedure, it has merit. The final resolutions, however, show evidences of the manner of their making. Some of them somewhat resemble a building whose basic architecture conforms to one style, but where each facade wears a different style of adornment. The fastidious viewer will perhaps be confused, but whoever looks beyond the form and seeks the underlying purpose will find encouraging evidence of sound thinking. It seems, at least to the present writer, rather amazing that the representatives of more than thirty countries, from every continent, should, in a week's time, accomplish so much.

The program announced that the theme of the Conference was CURRENT PROBLEMS IN THE EDUCATION AND TRAINING OF THE BLIND. It is possible, however, to note one or two matters which received special emphasis. The Program Committee and the delegates showed considerable interest in the problems of preparing blind children for life in a seeing world. Such topics as THE BLIND CHILD'S CONTACTS WITH SEEING CHILDREN, PREPARING BLIND PUPILS TO TAKE THEIR PLACE IN THE WORLD, VOCATIONAL TRAINING AND PLACEMENT, and GUIDANCE AND VOCATIONAL COUNSELING all emphasized this subject. However, it was not the only theme dealt with during the days' discussions.

A few random memories of how certain parts of these resoultions came to be made will perhaps throw light on them all. For example, the first paragraph of the first resolution on Parent Education: At first glance this might seem to be critical of all institutional programs for preschool children. This is not necessarily so. It is, instead, a plea that in addition to any institutional program which might be provided, the child should also have a home environment. It must be remembered that there are still countries in this world where parents find it necessary or desirable to get rid of their blind children as fast as possible because of the terrible economic burden which a handicapped child places on the rest of the family. The resolution recognizes that, while an institution can be very helpful, it is hoped that programs will not be established which will lead to complete and perhaps permanent institutionalization of a child, even from an early age.

The vast differences in conditions prevailing in countires represented at Oslo were brought out also in the second resolution dealing with Functions of Housemothers. While delegates from some countries were discussing the desirability of housemothers having college education, other delegates were considering the possibility of insisting on housemothers being literate. Perhaps the choice of this topic showed how much attention is being given to the subject of housemothers whose importance in the scheme of educating blind children has, perhaps, only become apparent in the last decade or so in most countries. The thought that housefathers might also be employed was quite a new one to a number of the delegates. Enough has been said to make the reader aware of the vast range and complexity of the problems with which the Conference was dealing. It is surprising that so few compromises in the resolutions were necessary, and this perhaps is a tribute to the tolerance and understanding displayed by the delegates.

The Resolutions now follow. When the complete Report, including the original papers on which some of the resolutions were based, is published, a still clearer picture of the Resolutions will be obtainable.

Resolutions Adopted at Oslo, Norway, August 9, 1957

Parent Education

The Conference Resolves that every blind child has, ideally, the right to a family background; if necessary in a suitable foster-home. His life should never be restricted to a purely institutional one.

It stresses the importance of properly developed facilities for disseminating information to parents or foster parents through the medium of Parents' Meetings, school visits, family units in the schools, Braille classes, and Associations established to further a good relationship between parents and school staff.

It further emphasizes the necessity for recruiting trained preschool home-visitors, particularly for countries with scattered populations. Such workers should under-

stand the requisite educational techniques and possess the ability to enter into practical and sympathetic partnership with parents. They should assist them in their contacts with blind children and with their relationships with other seeing relatives and friends in so far as these may be affected by the blindness of their child. It recognizes that a successful program depends both on the provision of adequate financial support for its development and on the free availability of information concerning the experiences of others in this field.

Functions of Housemothers

The Conference wishes to emphasize:

1. That suitably-qualified housemothers should be engaged to insure the full development of blind children and be given wider recognition. Their duties should be clarified in accord with the needs of the pupils, the program of the school and the customs of the several countries.

2. That, to enable housemothers to contribute to the wider educational requirements of the pupils, they should be brought up to professional status through in-service training and regional and national training courses.

3. That housemothers should not be overburdened with extraneous duties, but be free to devote themselves to the social needs of the pupils, with recognition of variance due to age and form of housing; i.e. small children will need more personal attention, whereas older boys and girls must be given opportunities to develop greater independence; with older pupils especially, the father need should not be overlooked.

4. That the work of the housemother or parents should be integrated into the educational program of the school and a cooperative relationship established with all personnel associated with the child's welfare.

5. That a primary task of housemothers is to develop and maintain a good relationship between the school, the home and the community. It is suggested that suitable volunteer workers may be used to promote community activities and to enrich the lives of the children.

6. That the above resolutions apply equally to housefathers as well as to housemothers.

Vocational Training and Placement

The Conference especially stresses the importance of pre-vocational training and guidance for both sexes in the latter years of formal schooling; an effective placement service following training; the responsibility of the Government to maintain specialist placement services leading to remunerative empolyment of blind persons; that both training and placement should be governed by local conditions and guided by a belief in the potentialities of each individual, with a realistic assessment of his ability; that every effort should be made to place blind persons in outside employment whenever possible, but adequate facilities for sheltered employment must be provided where necessary; that a greater variety of types of employment should be explored, especially in the professions and higher posts, and literature telling of actual experiences of employment of blind persons be prepared; a greater effort must be made to educate public opinion about the capabilities of blind persons, and a cooperation of leaders of industry and of trade unions should be sought.

Rural Schools

This Conference, being urgently aware of the magnitude of the problem, is impressed by the urgency for immediate and continuing action to obtain adequate educational provision for blind youth in the less-developed areas of the world, and requests the Executive Committee to appoint a subcommittee to consider the

problem and to make recommendations to the Executive Committee on appropriate steps to be taken with national and international authorities and organizations to secure such action.

Extracurricular Activities

This Conference recognizes that extracurricular activities are an integral part of the full program of the school where blind children are educated, and that it should be directed toward the development of personal and community responsibility through all possible lines of active and creative pursuits which will give opportunity for the pupils to continue them after they leave school and to be of service to the community in which they will live.

The association of the sexes in these activities should be to the extent normal in the community of their own country.

The activities should be planned by one authority in the school with the cooperation of the pupils and staff. Wherever possible, the service of suitable volunteers may be used in the extracurricular activities, but sufficient funds should be made available, both for the purchase of equipment and for the payment of extra staff for this work.

The Blind Child's Contacts with Seeing Children

The Conference Resolves that it is highly desirable that the blind child should have the fullest contacts with seeing children, with the dual purpose of helping blind children to develop the qualities which will enable them to be full members of society, and of enabling the seeing child to appreciate the capabilities of the blind. The Conference further emphasizes the necessity for the development of well-defined programs which would use every opportunity for continuing contacts between blind and seeing children in a natural atmosphere of mutual confidence.

Guidance and Vocational Counseling

The Conference recognizes the need for educational as well as vocational guidance and counseling, and considers that this can, at present, largely be carried out by the regular staffs and heads of schools; and for this purpose, training should be improved so that teachers of the blind are enabled to give this guidance.

Consultant psychologists and other guidance personnel should be available to advise teachers and to give guidance to pupils in special cases or where further help is required. Normal Child Guidance Centers in the area of the child's home should be used. Consultants should be well chosen and should have special knowledge of psychological tests adapted to the use of the blind, and of the psychological and social aspects of blindness.

Preparing Blind Pupils to Take Their Place in the World

The Conference is of the opinion that:

1. Educational provision for blind children should be equal to, or preferably superior to, that provided for ordinary children in each particular country and, if necessary, time in school should be longer for the blind child, with reasonable emphasis on sensory training and due regard to the development of a balanced personality.

2. Carefully-planned training in mobility and ease of movement should be included in the school programs, and every encouragement given for the individual to acquire independence.

3. Adequate attention should be given to the important matters of poise, address, and posture. Deficiencies in personal appearance should be indicated and corrected.

4. Educational authorities and organizations should be reminded of the individual nature of instruction and the consequent need for small classes averaging not more than ten pupils.

5. Children should be advised, while at school, of their legislative or other entitlements generally, including welfare facilities and training and placement provision.

Teacher Training

1. The Conference considers that it is essential for all teachers of the blind, whether themselves sighted or blind, to take the basic training in general education, and it is desirable that they should have experience in teaching sighted children before going into special classes.

The elements of a good training program for teachers of the blind, which is provided by directors who have, themselves, full training and experience as teachers of the blind, should include: directed observation and student teaching of blind pupils in addition to the theory of teaching.

2. Philosophy affecting education, as well as the broad areas of phychological, social and medical factors of blindness, should be included. It is recommended that better use may be made by exchange-teacher plans and refresher courses as well as adequate in-service training programs.

3. Consideration should be given to the provision of short courses, especially to consider new topics as they arise.

4. There should be international exchange of teachers, educational information and appliances, plus books, pamphlets and journals containing pedagogic, psychological and didactic materials.

5. Grants for scholarships should be available for qualified teachers with provision for study in foreign countries.

6. Recognition of special training should be made by awarding appropriate degrees and diplomas.

7. Remuneration should be commensurate with all special training needed for preparing teachers of the blind.

Research

The Conference, being convinced of the necessity of continued research and study of the problems of the education of the blind, emphasizes the need for its continuance, and that financial assistance be made available from Government and voluntary sources to that end. It expresses the hope that the Executive Committee will take steps to ensure that the results of such research be made freely available for the use of all countries.

Amblyopic Pupils

NOTE: For the purposes of this Resolution, the term "amblyopic" refers to pupils who though educationally blind, and using tactile methods and apparatus as their chief media for acquiring educational learning, have such a degree of useful residual vision as to render them "partially blind" rather than "blind."

The Conference recommends that the education of such pupils should provide for the use of residual vision assisted by visual aids where appropriate, and with guidance and cooperation from the ophthalmic surgeon, as a further avenue of education and wider experience in the arts of living.

To reach this end, there must be continuous research into the techniques of the use of residual vision, fullest cooperation between all personnel and ophthalmic surgeons associated with the child's education, use of all appropriate teaching material and apparatus, ready interplay and transfers between tactile and visual methods of instruction and learning, adequate specialized teacher-training provision within the educational system of each country, recognition of the psychological factors influencing the pupil's development and orientation, and provisions made for the full educational requirements of blind pupils, educationally blind pupils with useful residual vision, and pupils who require visual education as partially-seeing pupils.

Constitution
Adopted at Oslo, Norway, August, 1957

I. The Conference shall be called The International Conference of Educators of Blind Youth.

II. The aim of the Conference is to promote the education of blind youth throughout the world as may be internationally possible according to the requirements, and financial circumstances of individual countries.

III. The Office(s) of the Conference shall be in such place(s) as the Executive Committee shall from time to time decide.

IV. The Nomination Committee shall be appointed by each Conference to prepare recommendations for the Officers and Executive Committee for the approval of the Executive Committee and submission to the Conference.

V. The Officers of the Conference shall be Honorary President, Honorary Vice-President, Chairman, Vice-Chairman, Secretary, and Assistant Secretaries as recommended by the Nomination Committee, approved by the Executive Committee and elected by the Conference.

VI. The Executive Committee shall be elected by the Conference in session, and shall be representative of organizations, groups, or geographical areas of education of the blind.

VII. Delegate representation to the International Conference of Educators of Blind Youth shall be on total population ratio as follows:

Total population under 20 millions	2 Delegates
Total population 20-40 millions	4 Delegates
Total population over 40 millions	6 Delegates

VIII. The election of delegates is the responsibility of each country and is dependent upon a country joining the World Council for the Welfare of the Blind.

IX. Delegates must be recognized as working in, or closely with, the education of blind youth in their own country.

X. Government Departments at Ministry level shall be entitled to send additional non-voting delegate representatives to Conference.

XI. Delegate representation as defined in Clause 7 shall be independent of and separate from officer membership of the Conference.

XII. Member nations are responsible for the expenses of delegates attending Executive or Conference meetings, either from Government or voluntary sources.

XIII. The International Conference of Educators of Blind Youth shall meet in full conference at quinquennial intervals.

XIV. Members of the Executive Committee shall meet as opportunity arises; as, for example, in association with the Assembly of the World Council for the Welfare of the Blind and the Quinquennial Conference aforementioned.

XV. The Executive Committee of the International Conference of Educators of Blind Youth shall revise or amend this Constitution as may be deemed necessary for the work of the Conference when meeting in quinquennial session, subject to the approval of each amendment by the Conference.

OFFICERS FOR 1957-1962

Honorary President—Dr. Gabriel Farrell, U. S. A.

Honorary Vice-Presidents—Dr. Pierre Henri, France; Prof. Dr. Carl Strehl, Germany; Dr. C. M. Waller Zeper, Netherlands.

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The Wisconsin Course For Teachers Of The Blind-Summer 1957

A Report

Early in the fall of 1956, the decision was made to offer to the, teachers of visually handicapped children in Wisconsin a graduate course through the University of Wisconsin. Since in-service training is an integral part of state certification standards, an obligation existed and continues to exist to provide a facility where teachers could discharge certain requirements.

After a survey showed definite interest, representatives of the Bureau for Handicapped Children, the Superintendent of the State residential school, and representatives of the University of Wisconsin met to discuss the structure, organization, and finances of the venture. It was to be a four-week course for four graduate credits. Scholarships were available through the Bureau for Handicapped Chlidren to Wisconsin residents. The University and the Bureau for Handicapped Children were to cooperate on publicity and procuring students. The Bureau for Handicapped Children arranged for the children of the demonstration class.

The University was very desirous of having this course maintain a high standard. Accordingly, Mr. William T. Heisler, Head, Department of Teacher Training, Perkins School for the Blind, was chosen as the Director. To assist him, Mrs. Ruth Lynch, Teacher, Wisconsin School for the Visually Handicapped, had charge of the children who constituted the demonstration class. There were seven blind children, three first graders and four second graders. They had a full program of

primary education. Their board and room was furnished by the Wisconsin School for the Visually Handicapped. House parents looked after them when they were not attending classes. As part of classroom activity, they participated in trips to the zoo and airport, a birthday party, play activities, folk dancing, interpretative rhythms, singing, and listening games. Vocabulary meaning was made concrete by actual objects, such as a cat, stuffed birds, flowers, etc. Manipulative materials also were included.

As this class progressed, the participating teachers observed and planned their own classroom practice lessons. The course director presented sample lessons to illustrate devices and ways of handling primary children. A Perkins Brailler was used to demonstrate the preferred method of teaching writing for this age level.

A display of reading readiness materials was on view, including games, flash cards, and toys. As a substitute for pictures, dramatic play and concrete objects were used, such as models and pets. The necessity of concreteness was emphasized in arithmetic, where lessons were taught to show how a blind child distinguishes between pieces of money, tells time, and measures liquids. To illustrate the integration of learning in a given situation, a birthday party evolved the need for counting, and the abacus, two-place number board, and the Braille arithmetic workbook were employed.

Physical education was not neglected, as roller skates, jump ropes, ball and other equipment were used, as well as practice in folk dancing, singing games and interpretative rhythms.

Field trips to the zoo and airport served to emphasize the need for adequate preparation, guidance of exploratory hands, and correct concepts gained tactually or auditorily.

Adequate preparation before a trip insured that the children would realize that a whole is made of many parts. Since this can be a confusing concept, great care went into preparing the children for these trips. The landing gear of an airplane, the fuselage, steering wheel, the propellor, wings, all combine to make a machine that carries people through the air. In the classroom, with smaller airplane models, the conception of size and comparison were taught.

As might have been expected, stress was placed on meeting the individual needs of each pupil in the class.

The course not only included observation and classroom teaching as noted in the foregoing but also contained lectures, discussions, special projects, and term papers.

The lectures covered the education of the blind from the kindergarten program to special methods in basic secondary school subjects. This served to give each enrollee in the course an idea of the relationship of his particular program to the whole. Discovering ways of sharing knowledge and equipment with each other was an added outcome of the course and pointed up the need for coordinating methods in teaching. For example, establishing well-organized computational patterns early in the study of arithmetic is important because they serve as a basis for the mental and written calculations of the upper grades.

The differing backgrounds of each student necessitated a program which was flexible enough to meet their needs. The following discussions by the course director and visiting lecturers demonstrates the wide coverage:

WILLIAM T. HEISLER, Course Instructor

Basic Problems in Educating Blind Children

Preparation for Schooling—The Kindergarten

History and Methods in Reading and Writing

Teaching Social Studies and Science
Utilization of Sensory Equipment
Methods in Teaching Arithmetic
Problems of Socialization and Adjustment to Blindness
Importance of Guidance
Structure and Function of the Eye
Physical Education of Blind Children
Educational Program for Blind Children—Case Analysis
Education of the Deaf - Blind
Qualifications for a Teacher of the Blind

DR. GWEN ARNOLD, Director, Psycho-Educational Laboratory, University of Wisconsin
Psychological Evaluation

JOHN W. MELCHER, Director, Bureau for Handicapped Children
Educational Provisions for the Visually Handicapped Child in Wisconsin

DR. JOHN A. BUESSLER, Ophthalmologist
Ophthalmological Problems

ANDREW H. KUMMEROW, Supervisor, Services to the Blind, Department of Public Assistance
Vocational Rehabilitation and Travel

HELEN GIBBONS, Educational Consultant, National Society for Prevention of Blindness
Education of the Partially Seeing Child in the Public Schools

R. E. LONG, Superintendent, Wisconsin School for the Visually Handicapped
Administrative Problems and Public Relations

Motion pictures and slides were used to supplement certain topics, such as structure of the eye, deaf-blind education, sight conservation, physical education, and programs of schools for the blind.

The course instructor advised on special projects and term papers which were of a practical nature and usable within a sturent's teaching area. These were required of all those enrolled.

A discussion period each afternoon was devoted to the consideration of the special methods used, guidance, constructive criticisms, and all sessions stressed principles of child development.

Library materials were comprehensive, being supplied by the University of Wisconsin, Perkins School for the Blind, and Wisconsin School for the Visually Handicapped. They were placed in the workshop area and were available at all times for use by the students.

Seven student teachers participated in the classroom and observation program while eight developed projects in place of teaching. Four were in the Braille Class. All but one of the fifteen enrolled were residents of and taught in Wisconsin Schools.

It was felt that, from all view points, the course was a tremendous success. The State School offered excellent facilities for living and teaching, while the sharing of common problems was a good experience for those teaching in different schools. The children, too, were recipients of excellent experiences, ones they will never forget.

The cooperation between the University of Wisconsin, the Bureau for Handicapped Children including the Wisconsin School for the Visually Handicapped, and the Perkins School for the Blind, established a relationship which, if nurtured, should form a unique partnership in the education of visually handicapped children which can only result in uncounted benefits to the child.

Samuel D. Milesky
Supervisor of Schools for the Deaf and Visually Handicapped
State of Wisconsin

Dept. of Commerce & Economic Development, Olympia, Washington.

Mt. Baker and Baker Lake

The Evergreen State - - In '58

June 22-26, 1958

Vancouver, Washington

Built in air conditioning, spectacular scenery, and unlimited recreational facilities await 500 delegates to American Association of Instructors of the Blind, June 22 to 26, in Vancouver, Washington. An ideal setting for a convention or a vacation the whole family can enjoy, the northwest corner of the United States is often called the most beautiful in the nation. When trains, cars, busses, and airplanes bring hundreds of eager delegates to Vancouver, near the mouth of the mighty Columbia river, Bryon Berhow, superintendent of the Washington State School for the Blind, will be on hand as official host to the group.

In this water wonderland, where conventioneers can swim, hike, fish, or just relax away from the humdrum of city life, the most widely known land mark is Mt. Rainier, America's fourth highest peak, to which Tacoma is the gateway, can be seen from every part of the state. One of the fascinating aspects of Washington is that vacationists can drive from salt water beaches to snow capped mountains

in one hour. This will add variety to convention recreational possibilities.

When you visit Rainier and drive up the Paradise Valley side, you should stop for awhile at Longmire Springs and Narada Falls. If you like riding, you can get horses at either place and continue the rest of your trip via bridal trails. There are two seasons when Paradise Valley is at its best. One is June and early July when the avalanche lily, western anenome, marsh-marigold, and mountain buttercup take over the meadows from the fast receding snows. About a month later the paint-brushes, lupines, speedwell or veronica, valerian, bistort or mountain dock and many others make these same meadows a solid carpet of varigated colors. This area is alive with wild life. With a little patience, you can get chipmunks and racoons to feed out of your hand, and there are deer you can pet. You will probably get plenty close-ups of the black bears that inhabit the mountain. They are curious, but will share their home with you if you leave them alone. Probably the conventioneer can get more out of a day on Mount Rainier than in any one-day trip in Washington.

If the convention "gang" has time to visit another alpine wonderland, Olympic National Park is highly recommended by the new state Department of Commerce and Economic Development which welcomes all of you to write them for information on the State of Washington. In the Olympic National Park the visitor finds 835,411 acres abundant with game and wildlife. The Olympic Peninsula, where the park is located, is known as America's last Frontier and its primitive magnificence has been altered only by the addition of roads and splendid tourist accommodations.

To get off "the beaten path" of the usual traffic around Vancouver without having to go far out of your way, you can try Mount St. Helens and Spirit Lake in Washington State. Indians avoided Spirit Lake, located at the foot of lofty Mount St. Helens (9,760 feet) because of the eerie feeling of the region when the mountain is hidden in mist. Today traffic to the lake is comparatively light merely because its charms are not well known. Yet it is less than an hour's drive over a modern highway from Castle Rock, which is located on U. S. Highway No. 99. Snow capped the year around, Mount St. Helens rises majestically above Spirit Lake and is reflected mirrorlike in all its beauty in the blue waters of the lake. It is one of the few truly conical shaped peaks, so distinctive that it is readily recognizable from a photograph and could never be mistaken (as many others are) for some other mountain in the United States. It could possibly be mistaken for Japan's famous and sacred Fujiyama.

For cut-throat trout and Eastern brook trout, Spirit Lake is one of the best. In this lake, trout have been caught up to 26 inches long and weighing eight pounds. There is plenty of fight in these fish for the fisherman who trolls. Boats, outboards and canoes can be rented at the lake. There is also a sightseeing launch. For fly fishing, the Toutle River is a good, fast-water stream which can be fished from its headwaters at Spirit Lake to its confluence with the Cowlitz River. It can be fished downstream for miles and the return to camp made in a few minutes by automobile. There is a free campground maintained at the lake by the forset service. All have tables, firewood and other facilities.

Whether it is rugged mountain scenery or rolling plains which the vacationist is seeking, the Yakima region of Washington State has it. Located in one of the most fertile and highly cultivated agricultural valleys of the Pacific Northwest, it has close by some of the country's most rugged and breath-taking mountain scenery on one hand and on the other, semi-desert and rolling plains holding all the color

of the old west. It has in its backyard, so to speak, two of the nation's most scenic mountains, Mount Rainier and Mount Adams. It has within the limits of its own county one of the largest Indian reservations in the state. This area is a sportsman's paradise. Scattered along the way are comfortable lodges and cabins, both rustic and modern, to fit any budget; and for those who like to live in the open, there are many picturesque camp sites.

Among the popular attractions of the state is Grand Coulee Country 90 miles west of Spokane. At the north end of this gorge stands Grand Coulee Dam, man's greatest engineering feat. This mighty concrete bulwark is the largest thing ever built. The 50-mile-long Grand Coulee was dug by ancient Columbia River. A highway leads into the coulee where visitors may count 13 great lava flows on its towering, basaltic walls.

Another natural wonder of this central Washington area is the Dry Falls, where the largest waterfall the world has ever known once cascaded over five sweeping horseshoes into a basin 400 feet deep. When the Columbia changed course, the falls dried up, leaving behind a mute monument to one of the world's greatest spectacles. The southern end of the Grand Coulee is Soap Lake, a medical lake whose mineral waters have therapeutic value.

No tour of eastern Washington is complete without a visit to the beautiful city of Spokane, industrial heart of the Inland Empire. The city has spacious parks, tree-lined boulevards, famous sunken gardens and a waterfall. From Spokane, visitors make side trips to the rugged Pend Oreille territory to the north, and the wheat-producing Palouse Country to the south. One of the many attractions near Walla Walla is 198-foot Palouse Falls.

Lake Chelan is the state's largest lake. It is located north of Wenatchee in the spurs of the Cascade Mountains. Highway No. 97 skirts the southern shore of the lake, but the only access to the fishing resorts at the north end of the lake is by boat or seaplane. A passenger and mail boat makes the round trip each day.

Sparkling Pudget Sound and Seattle, the state's largest city, lie northwest of Mt. Ranier. Seattle is natural headquarters for side trips to the amazing playgrounds of western Washington. The city, itself, is an ideal vacation center. Seattle has 45 parks, 10 bathing beaches, and 12 golf courses. Salmon fishing is at the city's doorstep. Among the unusual tourist attractions are a great waterfront, the Lake Washington Floating Bridge, the Government Locks, and Seattle Art Museum. By highway or ferryboat from Seattle, or over the Tacoma Narrows Bridge, vacationers may visit the Olympic Peninsula, America's last great frontier. In the million-acre Olympic National Park are primeval rain forests hung with tapestries of moss. This scenic wilderness offers living glaciers and tumbling mountain cataracts. Millions of wild flowers bloom in alpine meadows, and wild berries grow along the shores of trout-filled lakes. A modern highway circles the Olympic Peninsula penetrating the rugged beauty of this still-primitive area, and Washington's ocean beaches are located south of the Olympic Peninsula. For those who want to combine a seaside and mountain vacation, Washington has Mt. St. Helens and Spirit Lake just a few hours' drive from the beaches.

Historic Vancouver, where the 1958 A.A.I.B. Convention will be held, is the western terminus for the Evergreen Highway—a route which follows the Columbia River for more than 100 miles through the Columbia Gorge. Highlights of this trip include Bonneville Dam; Beacon Rock, second largest monolith in the world; the Maryhill Academy of Fine Arts, McNary Dam, and the Horse Heaven Hills. So, KEEP THAT DATE WITH THE EVERGREEN STATE IN JUNE, '58.

The Nemeth Code--How and Why

Marjorie S. Hooper, Braille and Large Type Editor

American Printing House for the Blind

In presenting the history of the development and adoption of the NEMETH CODE OF BRAILLE MATHEMATICS for the embossing of mathematics works in Braille, there should first be pointed out the inherent difficulty of any code of Braille mathematics, which difficulty is shared with the regular literary code and other scientific Braille codes, such as music and science. I refer to the fact that the six-dot Braille system, because of the limitation in the number of symbols to only 63 characters, is impossible of making exact reproductions of ink-print material in Braille. The best we can do is to assign a number of different meanings to each Braille symbol, thereby necessitating adherence to strict rules of usage and the employment of devices peculiar to Braille, such as the capital and number signs, which, for want of a better name, may be called "Braillisms," in order to make clear the meaning of any particular Braille character under any given situation. We must face the fact that Braille is a shorthand system, and a very arbitrary one at that. It is this problem of "Braillisms" which accounts for much of our troubles, in the writing of both literary (or regular) Braille, as well as the scientific Braille codes, although the use of "Braillisms" becomes much more pronounced when writing mathematical Braille symbols. If we keep this fact in mind, I think you will understand better the reasons for adopting the NEMETH CODE OF BRAILLE MATHEMATICS.

* This paper was presented at the First National Conference on Techniques of Transcribing and Recording Textbooks for Blind Students, held under the auspices of The National Braille Club, New York, New York, October 14, 1957.

Historical Review

I first became involved in the problems of Braille mathematics in about 1940, when it had become all too clear to me, as Braille Editor of the American Printing House for the Blind, that the sketchy American Revision of the English Taylor Code than in use, and available only in Braille, was completely inadequate to guide a stereotypist or transcriber in the embossing of even simple mathematics texts. About that time, Mr. Frank C. Bryan, Manager of the Howe Press, and Mr. Edward J. Waterhouse, then a teacher at Perkins Institution, sent to the Printing House a manuscript of a proposed revision and expansion of the Taylor Code for use in this country, with the request that it be published in both Braille and ink-print form, for the use of the teachers and children in the schools and classes for the blind. Upon looking it over, our staff suggested additional changes and improvements, and also sought the aid of Mr. John B. Curtis, Founder and Former Supervisor of the Chicago Public Shool Classes for the Blind. This material was finally published in 1942 as BRAILLE MATHEMATICAL NOTATION: SECOND AMERICAN REVISION. Please understand that this revision was compounded by Mr. Bryan, Mr. Curtis, Mr. Waterhouse, and myself without any of us being endowed with authority to do so by the AAIB, the AAWB, or any other body. It was adopted by the Printing House simply because there was nothing better in the field, and it was a help to some extent. However, when all four of us working with the code, and we at the Printing House in particular, tried to apply it to the writing of even freshman high school algebra, we were keenly aware of its

deficiencies. Not only was it full of Braillisms, but it made absolutely no provision for many of the symbols employed in modern mathematics texts at even the primary school level, and absolutely none for books in higher mathematics. This necessitated the improvising of symbols and usages every time we tried to emboss a new mathematics text, and it was clear to all of us that, as time went on, the situation would get worse, not better.

In June, 1947, under the aegis of the American Foundation for the Blind, Dr. Robert B. Irwin called a meeting in Chicago of a committee comprising the following five people:

Mr. John B. Curtis, Chairman; Founder and Former Supervisor of the Chicago Public Shool Classes for the Blind, and a member of both committees which made the First and Second American adaptations of the Taylor Code.

Mr. William J. Page, Former Assistant to Mr. Curtis in the Chicago Public Shool Classes for the Blind.

Mr. Edward J. Waterhouse, Manager, Howe Memorial Press, Watertown, Massachusetss, Teacher of Mathematics at Perkins, and a member of the committee making the Second American Revision of the Taylor Code.

Dr. Clifford M. Witcher, New York City, blind physicist and research worker for Bell Laboratories and Haskins Laboratories (later, on the staff of the Foundation, and more recently, until his death last year, research worker for MIT).

Miss Marjorie S. Hooper, Secretary; Braille Editor, APH, and member of the committee making the Second American Revision of the Taylor Code.

At this meeting of the informal committee, the following materials were presented for the consideration of the American conferees:

INTERNATIONAL CODE ON MATHEMATICS AND CHEMISTRY, approved by VII Committee, appointed by the International Braille Congress, held in Vienna in 1929.

THE SIMPLIFIED PRESENTATION OF THE INTERNATIONAL CODE FOR BRAILLE MATHEMATICS — PART I: ARITHMETIC, as submitted to the Chicago Conference by a likewise informal English Committee on Mathematics, consisting of:

R. H. Bonham, Headmaster of Mathematics at the Royal Normal College at Worcester, England.

H. M. Lochhead, Headmaster of Mathematics at the Edinburgh Royal Institution for the Blind, Edinburgh, Scotland.

The American Committee spent two days going over these materials most carefully, and submitted a detailed report to the English Committee, covering both agreements and disagreements and suggested changes. Additionally, it should be pointed out that this informal American Committee was not of the opinion that the British "SIMPLIFIED PRESENTATION OF THE INTERNATIONAL CODE FOR BRAILLE MATHEMATICS" should be recommended for adoption by the United States, even though there was some feeling towards the advisability of adopting an international Braille mathematics code.

At that time, on the international side, the situation was as follows:

"At the International Blind Congress held in Vienna in 1929, 21 committees were appointed to deal with various matters connected with the welfare of the blind. To No. VII Committee was entrusted the task of recommending, if possible, an International Braille Code of 'Mathematics and Chemistry.'

"Ten systems of transcribing mathematics into Braille and several for transcribing chemistry were submitted to the Committee. All were different, and several were incomplete, and though each

system had proved sufficient for the needs of each country, there was no common basis among them — except that the signs of operation adopted in the INTERNATIONAL BRAILLE CODE OF MATHEMATICS were those in general use on the continent of Europe [but not in Great Britain].

"In view of this chaos, the Committee (International) had to decide whether (1) To construct an entirely new code; or (2) To base the new code on one of the existing national ones. The Committee decided to adopt the latter alternative. The German (Marburg) Code was selected, for two reasons: Firstly, that it was desirable to retain, at any rate, one existing system instead of scrapping all; and Secondly, because the Marburg Code was responsible for the publication [at that time] of a large number of mathematical works than any other. At the same time, the principle was accepted that the International Code must be the same for both elementary and advanced mathematics.

"In 1934, when it was made known that the French educational authorities were not prepared to adopt an international code in place of their own (that of the Association Valentine Haüy), M. Henri felt compelled to resign his position as President of the Committee. In his place Dr. Juringius was appointed President. He was responsible for guiding the discussions of the Committee for a further three years — until agreement, by a majority, was reached in 1937. . . in the hope that this International Code would in time take place of all those then in use."*

The hope that the International Code could in time take the place of all those then in use did not materialize. The French abandoned the mathematical project in 1934, and World War II put off cooperative efforts among the nations for several years. Finally, with the establishment of the World Braille Council in 1951, after due consideration, it became apparent that there was no real need for an international mathematics code, since the majority of blind people had little use for any but simple mathematics, which any national code seemed to cover adequately, and any individual student of higher mathematics had the intelligence and ability to absorb any special code needed if he wished to employ books published in other countries. Hence, at the present time, there is no recommendation for further pursuit of an international code of Braille mathematics.

Going back to the work in this country: Following submission to the British of the report of the informal committee meeting in 1947, nothing more was heard from them until the spring of 1950, at which time another meeting of the informal American Committee was held on May 22-23. At this time the British revision of the material reported on previously by our Committee was again reviewed — again only the material on arithmetic. The advanced part of their code was never submitted for consideration by this informal Committee.

In the summer of 1950, both the AAIB and the AAWB adopted identical resolutions creating the American Joint Uniform Braille Committee, appointing three representatives from each Association to the Committee. At the organizational meeting of the Joint Uniform Braille Committee, held in Louisville, Kentucky, April 27-28, 1951, an official Sub-Committee on Mathematics was appointed, comprised of the following:

Mr. Edward J. Waterhouse, Chairman;

Mr. R. W. Beath, Librarian of the Canadian National Institute for the Blind, Ontario, and Chairman of the AAWB Braille

*Letter from John B. Curtis to Dr. Robert B. Irwin, July 20, 1949.

Committee;

Mr. Abraham Nemeth, blind mathematician;

Dr. Clifford J. Witcher, blind physicist; Miss Marjorie S. Hooper, Secretary.

At this same time, Mr. M. Robert Barnett, Executive Director of the Foundation, offered financial aid to the Sub-Committee with the understanding that it would complete its work within a period of one year. The first meeting of the Sub-Committee was held in New York on June 8, 1951. At this meeting it was reported that the British had advised that a like official Sub-Committee on Mathematics of the newly reactivated British National Uniform Type Committee had been appointed in England.

During the two-day meeting, the Sub-Committee on mathematics gave serious study to the possibilities before it:

a. A revision and improvement of the Taylor Code.

b. A revision and adoption of the International Code, as simplified by the British Committee.

c. The revision, improvement and adoption of the Nemeth Code of Mathematics which had been devised by Mr. Nemeth.

Of the three, it was the unanimous feeling of the Sub-Committee that the Nemeth Code held the greatest promise of usefulness and effectiveness, and it was accordingly adopted for study and improvement, and recommendation to the British Sub-Committee for their adoption and endorsement.

Following this meeting, a year of intensive work by the Sub-Committee brought the NEMETH CODE to the point where it was approved for publication, which costs were paid for by the American Printing House for the Blind and the Foundation. In December, 1953, the Sub-Committee held a meeting to draw up an outline of procedure for testing the Code in the schools for the blind, the Printing House having previously, at its own expense, embossed an algebra in the Nemeth Code. At the 1954 Convention of the AAIB, the Committee met again at Batavia to review the findings of the participating schools which had used the algebra embossed in the Nemeth Code, and unanimously voted to recommend its official adoption for use in the United States and by the American Printing House for the Blind in the embossing of the mathematics texts for the schools and classes for the blind. At the Annual Meeting of the Board of Trustees on November 9, 1954, the NEMETH CODE OF BRAILLE MATHEMATICS was formally adopted by the Printing House for the writing of all works in mathematics. So much for history.

Application of Nemeth Code

Since that time, the Printing House has embossed one complete set of arithmetics from the third through the eighth grades, a two-year course in algebra, plus another set of arithmetics for Grades III, IV, V, and VII, in this code. Like other transcribers of mathematics texts into Braille, we at the Printing House have had our troubles, and Mr. Nemeth has had to reinterpret the code many times for us. One of the results of our troubles was the revision of THE NEMETH CODE which was published in 1956, to include the additional needed explanations for the use of the code, particularly in the embossing of books for the lower grades.

The problem of those using THE NEMETH CODE is to provide "the proof in the pudding." Fundamentally, it is the premise of the Sub-Committee on Mathematics that the Nemeth Code does make provision for all contingencies, particularly in the case of higher mathematics, which none of the other codes we examined did. Further, it includes fewer "Braillisms."

However, because the Code was devised by a blind mathematician who is a professor of mathematics at the university level, probably not enough explanatory material has been provided for the embossing of books at the primary arithmetic level. Basically, however the Code seems to be sound, and I think the pooling of experience of hand-transcribers and our A.P.H. stereotypists will obviate much of our difficulties. I know that a transcriber working on a tight schedule is pretty much up against it at times trying to work out the correct usage for a particular situation, and there is a real need for some central authority, easy to get to and get a reply from, to settle such transcribing problems. Additionally, no constructive good will come from each transcriber simply devising his or her own interpretation to fit a given situation, without regard to what might be done by someone else, so that we wind up with a hodgepodge of usages which bear no relation one to another. Right now there is no complete answer to this problem, until some way is found to set up an authority to provide necessary guidance to transcribers of mathematics texts — an authority which has the knowledge and the time *and* the finances to give the answers promptly, when needed. At present, we at the Printing House are trying to answer all questions which come our way for which we do have the answer. Additionally, we write to Mr. Nemeth for further help. Many people also write direct to Mr. Nemeth, and he has been most cooperative in sending duplicates of his answers to the Printing House with a view to the A.P.H. compiling a compendium of information on the subject, so that the next time the problem comes up we can give a consistent answer.

The problem really boils down to one of finance—as usual. Mr. Nemeth is a very busy man, making his living as a university professor, with all the additional work that such a position entails for a blind person. He does not have the time or the personal finances to keep up with the problem on a catch-as-catch-can basis. On the other hand, the Printing House is tied by the fact that our finances are all earmarked, and cannot pay Mr. Nemeth to answer other peoples' questions, the answers to which we already know. As a temporary measure, I would like to suggest that all of you wishing and needing information write direct to the Printing House for information. If we know the answer, we can give it to you immediately. If we do not know it, we can then confer with Mr. Nemeth, and relay the information, keeping a copy for future reference. In this way, some orderly growth in all of our knowledge can be achieved, which can be used as a basis for a scientific revision or logical interpretation of the code for everyone.

Additionally, I should like to suggest that all teachers, transcribers and others interested in Braille mathematics send to the Printing House a list of points in the Nemeth Code which they feel are in need of further clarification for the benefit of transcribers and teachers of blind students. These questions could then be referred to the Sub-Committee on Mathematics of the Joint Uniform Braille Committee and Mr. Nemeth for further consideration and possible publication as an addendum to the present Nemeth Code.

TO PUT IT BRIEFLY

News and Views from the Field

Journalistic adage: "Be brisk, be brief, be bright, be right!"

Superintendents of schools for blind throughout the United States met at the American Printing House for the Blind, as Ex-officio Trustees of that organization, last October 29. The Annual Meeting of this group is no mere junket for a friendly get-together. The meetings are friendly, but no group of men works harder or longer hours. Officially, it is a two-hour meeting; unofficially, it last three days.

Beginning on the Sunday afternoon immediately preceding the annual official Tuesday meeting, there are important APH committee sessions: Tangible Apparatus, Publications, and Research. Superintendents give up their Sunday for travel, and for these three meetings, but this is nothing new. Sunday is often just another work day for a residential school head. Committee work goes on well past the usual bedtime of most. Early Monday, the superintendents gather to discuss Printing House affairs informally. That afternoon, they meet as a group of fellow-administrators to discuss common problems of their profession. The A.A.I.B. Board of Directors holds a dinner meeting Monday evening, followed by a get-together of the superintendents as Trustees of *The International Journal for the Education of the Blind*, again well into the night. Tuesday morning, APH discussions are resumed with the official meeting Tuesday noon as a finale. To get an idea of the work done each year, read the annual Printing House report for any recent year. One is sent to every school and class and state department of education served by the Printing House.

If your superintendent returned "bushed" from this 1957 meeting, it was not due to burning the candle at *both* ends. That candle was needed to light up late working hours in the interest of education of blind children.

A New Wrinkle

After four issues as Editor-in-Chief, something new is being tried. Short articles describing ways or methods of doing things in schools or classes will be carried in this column. We hope this will cause you to become a regular reader of "To Put It Briefly." Perhaps you will learn the better way to do a few things. More will be needed. If you are doing something *really* unusual and effective which can be described briefly (700 words, more or less), send it in.

A Source of Plastic Braille Preparations

Many teachers have attempted to find some material which would be suitable for Braille flash cards and the like, and yet would retain the embossed matter for a longer time than the ordinary Braille paper or file cards. We have tried many plastics, looking for some inexpensive material which would withstand the heavy hand pressures, and, at the same time not be affected much by the moisture of the hands. There were several plastics which we had thought were suitable and met these requirements that had to be dis-

carded, either because they required heat to be embossed, or the edges could not be effectively rounded to avoid scratching or "paper cuts" on the hands.

We eagerly grasped at an idea reported by Miss Ward in an Educational Staff Meeting of the New Jersey Commission for the Blind, namely, to use the plastic of the Dictabelt. This plastic belt is the surface on which the recorded information is cut. We sought, and received the cooperation from the Philadelphia office of the Dictaphone Corporation in securing some of this material on which to experiment. Mr. Richard Trego, their local representative, brought several belts and inquired into our needs and plans. He has alerted his clients to save their used Dictabelts for us, and several are forwarding this material to us. To protect the confidential nature of the information recorded on these belts, we have requested that the company which sends them to us cut across the belts. Mr. Trego has gone further and has suggested that local representatives throughout the country be ready to aid any agency for the blind in their area to secure this material. This suggestion was placed in *The Mouthpiece*, which is the trade paper for The Dictaphone Corporation.

We found that the belts would give a piece of plastic three and a half inches wide by twelve inches long. This plastic was readily cut with ordinary shears or a paper cutter. The material thus obtained had the following qualities: It is easily cut, easily used in a Brailler without danger to the machine, almost noiseless when brailled in a slate, softer than paper, and has edges that will not cut the fingers. It retained Braille dots under hand pressure, could not be erased, is washable with soap and luke warm water, and is readily obtainable and inexpensive when obtained as used Dictabelts. We also found that simple line pictures or diagrams could be embossed upon this material by drawing upon it with a dry ball-point pen when it has been placed on some rough fabric, such as hardware cloth. This material, although colored, is semi-transparent and pictures beneath the wire screening can be easily traced.

With the possible exception of the small size of this material from this source, the other defects encountered in using the Dictabelt plastic were overcome. The color and smoothness of the surface make it impossible to use ink or the ordinary China marking pencil to letter print on it. The Listo Dictobelt white China marking pencil was designed for this purpose and can be obtained from the Dictaphone representative. Nitrocellulose cements dissolve the plastic and the embossing, and the commercial glues and pastes do not hold to this surface. The Minnesota Mining Company's "Two-sided" Scotch Brand Tape can be used effectively for mounting these materials.

We have used this plastic from the Dictabelts for such things as both cut-out and embossed geometric shapes, patterns, stencils, simple line-drawings, embossed ink-print characters (both manuscript and cursive), word and arithmetic facts lists, and various flash cards. These flash cards were both for arithmetic and reading. We were also able to adapt several of Dolch's word games, as well as others. The boxes in which the Dictabelts are sold make excellent files for these materials. We believe that Braille and embossed ink-print characters on this material would be of help to the newly blinded adult. We would also be interested in any possible use of this material which might help us with our youngsters. We suggest that teachers of the blind contact their local Dictaphone representative to secure some of these belts for examination.

Charles S. Napier, Teacher
Royer-Greaves School for the Blind

Writer's Cramp

Composition work in the tenth grade English class at the Maryland School for the Blind had become too much of a pattern. Required once a week to produce fluency in writing, these themes were, in the usual way, based on current reading. Study of *Ivanhoe* brought forth character sketches on everyone from the doughty knight himself to the dangerous Templar, discussions from Ashby to Torquilstone, and absorption of events from familiarity to contempt. The students had noted all of their own misspelled words, and corrected in their re-writes their grammatical errors, and wondered how ". . . a guy could know as many words as Scott!"

Hence, a change was in order. As an experiment, the next assignment was to write something from their own school experiences. "Just a paragraph a day on one thing? Gee, that'll be easy! And only three or four sentences? Go, man!"

On the appointed day the writings came in. One or two had decided that life wasn't really that interesting, that nothing had happened on Monday, or that Wednesday was a horrible day. Another who writes as easily as her Irish tongue speaks turned her matching sense of humor to charming anecdotes. A fourth diarist decided the abstract was his meat and carved it accordingly. The last, in the throes of wrestling season, won, lost, or drew with rather monotonous regularity.

After a few weeks, however, some rather surprising things happened. In the first place, the writers found they had much more to say than they had ever anticipated. As their ideas stretched, so did their words, phrases, and clauses. The Irish wit really learned the trick of the surprise ending and possibly gave inspiration to one who had nothing to say, for she, too, learned to extract the egg from the shell of a funny incident. The wrestler pinned a colorful sentence every now and then, and the writer of the nebulous began to gather his space dust into form and substance. In practically all cases the elimination of rewriting had produced more careful, accurate work. Pleasingly enough, when it became necessary to return to literature as a basis for writing, the long hoped for ease was much more obvious, the stiltedness at a reasonable minimum, and the will to analyze much more flourishing.

The reasons, purely empirically arrived at, are probably these: Once having to put down his own inner reflections or interpretations prompted more interest in telling exactly how each student felt or reacted to personally experienced events; having to use analysis of these impressions carried over into commenting on the happenings in a play or story; the writers developed objectivity and an increased awareness of detail.

During the personal experience period, one student expressed the best possible observation to come from this attempt, "Golly, writing this way is easy!"

And so it should be.

Frances Young, Teacher of English
Maryland School for the Blind

Clipped Comments

New Superintendent George Heltzell (Missouri) is the first to offer the facilities of his school in St. Louis to travelers from the schools in the East and South who are on their way to or from the convention in Washington next June. He asks that those desiring to enjoy a bit of Missouri hospitality please write early for reservations. Other schools will, I am sure, join the Missouri School for the Blind in offering overnight lodging to A.A.I.B. members and their families.

Our congratulations are sent to Mr. Don Donaldson, newly appointed principal of the Washington State School. Mr. Donaldson is already well known for his work

with the blind, having taught at Perkins five years after completion of the Harvard Course there. He also has had sixteen years of experience in the public schools of Washington.

Rarely does an eleven-year-old child write a theme with as deep feeling as did little Mary Gattie of Maryland on the occasion of the arrival of a baby brother in the family. We are indebted to Frank Andrews, genial Superintendent of the Maryland school, for sending this touching story along. But, let Mary tell it:

THE DARKENED DAYS

At the dinner table our family would just talk and talk about having a little sister or brother. Being a family of three girls, we wished for a boy. As each day came to a close we could hardly wait until August. But in May our prayers were answered early and we had a baby brother. We were all very happy. Only one thing marred our happiness. It was that he weighed only a little more than two pounds. He had his ups and downs, but being a red-head he was stubborn and fought for his life. When, in July, Billy came home, weighing four pounds, thirteen ounces, nothing exceeded our joy. In August we took Billy to the doctor's for a check-up and we were told something was wrong with his eyes. We immediately took him to the eye doctor who confirmed our fears and told us that Billy was blind. From then on, the days seemed to be darkened, not only for Billy, but for us, too. For a while our days were filled with sorrow. In a way, it was Billy himself who made us realize that it was not so bad as we thought it was. For how can you be too unhappy when you hear laughter and see smiles so frequently? We have been living with Billy for almost three years and we find our days slightly overshadowed but Billy is so happy and we love him so much we just can't help being happy with him.

Superintendent Andrews also sent us a notice of the Dedication Ceremonies of the new Maryland School for the Blind Nursery School-Kindergarten building. The half-million dollar structure completes the Quadrangle in the Bledsoe Department, which now makes it possible to establish a Lower and an Upper School. Private baths for each bedroom, utility rooms, ample storage space, beautiful furnishings, well-planned landscaping, and the latest in play and training equipment complete a plant that will be a pattern for others to follow for many years. The bright green plastic-topped walkway connecting all buildings serves a utilitarian purpose in keeping the children dry during inclement weather, in addition to its colorful eye appeal.

Forward-looking residential school heads who are constantly working for the best in buildings, equipment, and personnel help to maintain the highest of standards for others to strive toward. Maryland is fortunate to have Francis M. Andrews at the head of its school for blind children.

Eight schools of the Eastern Division, AAIB, met October 4th and 5th for their second regional music workshop. Host school was the Overbrook School for the Blind. Total attendance was 30 people from Perkins, Western Pennsylvania, Royer-Greaves, Oak Hill (Connecticut), North Carolina, New York Institute (which school was host to the first workshop and Music Festival last spring), and Maryland schools for the blind.

During the business session of the workshop, it was decided to hold the next Eastern Division meeting April 25-27, 1958, at the Perkins School in Watertown, Mass. Later, sub-groups of the conference membership met to discuss piano, organ, vocal music, instrumental music,

and elementary music, onvening again in general session to report the sub-group discussions. Items discussed included: Teaching of music from Braille, as opposed to rote teaching, with the group favoring the former; the co-ordination of music Braille with piano teaching; and a recommendation for theory and organ texts, including "Organ Method," by Harold Gleason, "Traditional Harmony," by Paul Hindemith, and "Our Musical Heritage," by Kurt Sachs. Discussions also centered upon the amount of time schools allot to teaching of vocal music. The problem of increased pressure to teach accordion was brought up by the instrumental group.

The first National Conference on Techniques of Transcribing and Recording Textbooks for Blind Students was held under the auspices of The National Braille Club at the New York Guild for the Jewish Blind, New York City, on October 14th. More than 200 volunteer hand-transcribers, teachers of blind children, and professional technicians in the Braille publishing field were in attendance at the all-day and evening meeting. The goals of the conference were to attempt to establish uniform practices and methods of producing technical textbook material and to explore the devices which will prove most efficient in presenting diagrams, maps, pictures, etc., and in reproducing duplicate copies of hand-transcribed embossed sheets.

During the morning general session, papers were presented on problems in the education of the blind child and on techniques in presenting embossed reading matter. The eight afternoon workshop sessions coped with specific problems of transcribing mathematics, workbooks, dictionaries, spellers, diagrams, tables, etc. Comparative studies were also presented of duplicating, binding and recording methods for use by the volunteer hand-transcriber or recorder. At the evening banquet session, Mr. F. E. Davis, Superintendent of the American Printing House for the Blind, spoke on "Material and Equipment Available at the APH for Blind Children who Atttend Public Schools."

Quoting from the Conference Chairman, Mr. Bernard M. Krebs, Librarian at the New York Guild: "The contribution which volunteer workers are making toward the successful education of blind men, women and children forms a montage of warm, vital and significant service of enlightenment and fulfillment." Certainly, the conference was a stimulating and fruitful experience for the volunteer and professional workers, alike, and it is hoped that it will be possible to make it a periodic affair.

Overbrook School for the Blind was host to the annual girls' Play Day, October 5th. Girls from four schools—Batavia, Connecticut, Maryland, and Overbrook—participated this year, beginning their activities Friday evening.

Upon arrival, the girls were shown to their rooms and then met in the social room to become acquainted with one another, and to be placed on a team for the events of the weekend.

Party games were planned for Friday evening. Each team was sent to a different room to participate in a game that was planned for them. As soon as they finished one game, they rotated to a new room for another game. Individual winners were awarded boxes of candy, and the evening was completed with the serving of cider and doughnuts.

Saturday morning began with a tour of Overbrook by the visitors, and this was followed with activities in the gym. The teams competed in relays, a tug of war, and a cageball game. After a big turkey dinner, the girls spent the afternoon visiting historic Valley Forge. Late in the afternoon, the group stopped off at a picnic

area to enjoy an outdoor supper of hamburgers. A very busy day ended with late evening activities of swimming in the Overbrook pool, singing songs around a campfire, and eating "hoagies." Awards were presented with Petrea Clark of Maryland receiving the "Miss Congeniality" trophy. Letter awards were presented the members of the Red Team which won the events of the morning.

The visiting girls left Overbrook Sunday morning filled with new ideas for the next "Play Day Weekend" and with memories of a pleasant weekend of new experiences and new friendships.

The New Feeling

L. Ernest Parmer, former pupil and teacher in the Texas School for the Blind, and teacher in the public schools of Texas, is now the first principal of the Department of the Blind in the Idaho School for the Deaf and the Blind. Mr. Parmer, a graduate of the University of Texas with Bachelor of Science and Master of Education degrees, writes that a "new feeling" pervades in the Idaho school due to several innovations and changes begun this last September. For example, Classes once again pass to the ringing of bells; academic classes have been completely reorganized throughout the grades, and a part-time teacher of Braille has been added; an enriched program adds to the new feeling with training in choral work, voice, piano, organ, and other instruments now available; more extensive training in typing, handicrafts, homemaking, and physical education are now possible; a new library is being set up; but, best of all, is the fact that the blind and the deaf now have completely separate dormitory facilities making for a better home-life arrangement for all. "Add to these changes a well-rounded recreational program—and the result is the new feeling. The total will equal a better adjusted and better educated student with a greater chance for developing into a well-rounded and useful citizen of Idaho," concludes Mr. Parmer.

The 3rd North Central Music Conference

On October 11 and 12, 1957, the music teachers of the North Central area held their Third Regional Conference at the Iowa Braille and Sight Saving School. Some 29 teachers participated in the three general sessions and sectional workshops.

At the opening session on Friday morning, following words of welcome by Mr. Donald Overbeay, Superintendent, the group listened to very informative and inspiring addresses by two speakers from the Iowa State Teachers College, Cedar Falls, namely, Dr. Karl Holvik, Assistant Professor of Woodwind Instruments, and Mr. Arthur Redner, Assistant Professor of Music Education.

Dr. Holvik spoke concerning "Contemporary Trends in Instrumental Music." In part he expressed the following ideas: The band and orchestra programs, meaning the course of study followed by these groups, must be at all times educational experiences. Too often we tend to make these organizations "show" groups rather than giving the child a broad learning experience. From each rehearsal the members of our bands and orchestras should come away with a feeling that they have had a learning, and a pleasurable experience, rather than having used their time for no great gain. The teacher must be sure to take time to plan each rehearsal so that the greatest amount of education possible can be derived from it. It was pointed out that too often teachers will step into the rehearsal situation with little more in mind than the thought of the music that must be performed at the next athletic event, a coming civic event, or the semester concert. The band or orchestra director

should plan his program of work far enough in advance so that he knows what educational goals he hopes to achieve as the end result of the year's work. Dr. Holvik went on to state that to make music's position more secure in the curriculum we must: 1. Satisfy both the potential and professional musician as well as the person who will only serve as a consumer of music in later life; 2. Music must serve to make each child a better individual for having been a part of it.

The second speaker, Mr. Redner, discussed "Contemporary Trends in Second ary Music Education." He pointed out that today we are seeing a great emphasis placed on general music courses, not only in the junior high schools, but on the senior high level, as well. These courses are being designed for *all* students, and in many instances are required for graduation. He pointed out that the good teacher of today *educates*, while the bad one *trains* children. The good teacher draws out the student, encouraging him to participate, to be creative in his approach to learning, to learn much by himself with the guidance of the teacher. The good teacher organizes experiences in which the student will learn by doing. We must meet the expanding music horizons by including in our music programs such things as the folk music of many peoples, calypso and jazz. We must encourage the student by bringing into the classroom performers in the community to expose him to all types of music. Our job is to help the child develop musically-educated ears through the exploration of sound. The good teacher will give students opportunities to explore voice qualities and voice combinations, all types of instruments either singly or in combinations, various rhythms and harmonies. Finally, let's plan our music work in terms of experiences rather than lessons. The worth-while musical experience will always try to correlate the five basic areas of musical expression within it, namely, singing, rhythm, listening, playing and creating.

Following this general session, two workshops were held, one with Dr. Holvik for instrumental teachers, and the other with Mr. Redner for vocal teachers. In these workshops great interest was shown in learning about the latest materials, better rehearsal techniques, how to plan more interesting concerts, and how to solve many problems of a more technical nature in their respective areas. Group participation in these workshops was excellent.

In the second general session we were privileged to hear Miss Lovella Ewoldt, Assistant Director of Music Education for the Cedar Rapids Public Schools, in a discussion of "Music for Children." She traced for us the educational process in music as it is applied to the child from his pre-school years to the point of his enrollment in the junior high school. Among other things, Miss Ewoldt pointed out that the responsiveness to music is a universal and not a special or limited endowment. We were again urged to think of music as experiences and not lessons. The elementary child looks for a regular music time in each day, but he also likes to have it worked in as he is working at other subjects. She emphasized that we must always keep in mind that the purpose of music education is to keep pupils loving and enjoying music, and using it for personal and social reasons. Many teaching materials and techniques were demonstarted, such as finger plays, action songs, and recorded music, to show the number of ways in which the child's imagination might be stimulated. There were demonstrations of many types of rhythm instruments to show how children may be taught as they grow, to become aware of sounds, pitch differences and tone color. It was emphasized that part-singing begins before kindergarten and not, as is felt by too many teachers, at a particular grade level, because part-singing is wholly de-

pendent upon awareness of the relationship of sound, pitches, colors and movement. In her concluding remarks, Miss Ewoldt pointed out that in order to develop musical growth, music experiences must be: 1. arresting: to get and hold attention; 2. impelling: creating a desire for more; 3. revealing: constantly opening up new possibilities.

Also on Friday we were privileged to have a tour of the Iowa School. During the evening we had the pleasure of listening to tape performances of groups and soloists from all schools represented.

The conference was brought to a close on Saturday morning with a final business meeting. L. J. Chard presided as Chairman. Mr. Louis Rodenberg of Illinois brought the conference group up to date concerning the international developments in the area of Braille music notation. He suggested that it is necessary for the American Sub-committee on Braille Music to become reactivated. There are three principal issues which need attention very soon, namely: 1. The downward reading of intervals in the treble clef; 2. The note-for-note method of writing keyboard music, as proposed in England, versus the present interval system; and 3. Shall our present music primer for beginners be revised or remain in its present form? It was stated that Mr. Spanner of London has already issued a Braille copy of the new "International Manual of Braille Music Notation," and that the ink-print edition will soon be available for study.

The group proposed that the music educators in the North Central Area develop a plan of exchanging tapes among themselves. It was also suggested that the Board of Directors of the American Printing House take under advisement the possibility of putting into recorded form some of the better performances that the music departments of our schools might send in tape form, thus making discs available to schools interested in hearing the work of their fellow colleagues.

The meeting was brought to a close with the election of new officers. Elected were: Chairman, Mr. Ed Jacobs, Illinois; Vice-Chairman, Miss Helen Smith, Kansas; Secretary-treasurer, Mr. John Best, Iowa.

As with any conference, its true success can only be measured by the inspiration and help which the participants take away with them. The personnel represented at this conference expresses its thanks to Mr. Donald Overbeay, Superintendent of the Iowa School, and to his alert, congenial and hospitable music staff for making our conference successful and enlightening. We, too, express our appreciation for the music provided by the band, chorus and soloists of the Iowa School.

L. J. Chard, Chairman
Head of Music Department
Michigan School for the Blind

About The Journal

Marcella Albrecht's article on planning a curriculum for mentally retarded primary children is published in the hope it will help those teachers who are "lost" with so many "problem" children on their hands, as our schools seemingly enroll more and more youngsters with borderline (or below) intelligence each year. Mrs. Albrecht writes that, although these teachers may have several courses in psychology and education of exceptional children, yet they "feel at a loss as to how to translate principles and theory into action (what can they do, and where can I start?)." We felt that her material was well worth publishing in some detail because of its richness in basic ideas. It is profitable reading.

V. R. Carter

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